

CHAPTER I

INTRODUCTION

A. Research Background

Communication across culture is developing and becoming more complex in time. The diversity in language and the variation in cultures throughout the world are factors that make people difficult to communicate with others. Culture takes a big part in translation, and it makes the translators face difficulties in rendering the meaning.

Translation is not only text-to-text interchange between languages, but also a cross-linguistic and cross-cultural activity. Among the cultural factors involved in translation, politeness is one of the main factors which is considered influential in the process of translation between cultures. Each culture has a different perception and definition about politeness, and each language has various devices to express politeness. People of the same culture share similar assumptions and backgrounds. However, the different between cultures result in different perception and definition about politeness in their communication.

People use politeness to maintain a harmonist communication, therefore politeness strategies are employed to minimize the negative impact of communication. Politeness strategy is considered as a strategy in communication to make other people feel comfortable by being polite and try to avoid embarrassing the other person. According to Brown and Levinson politeness strategies are developed in order to save the hearers' face. Furthermore, Brown and Levinson (1987, p.61) stated that "Face is the public self-image that every

member wants to claim for himself and it consists of two aspects; positive and negative.” Positive face is a person’s wish that his or her desires are appreciated or approved. Negative face is a person’s wish to get freedom of action and not being obstructed or interfered about his or her business. There are four politeness strategies, they are consist of bald-on record, positive politeness, negative politeness, and bald-off record. Positive politeness has a big role in communication in order to maintain the conversation runs harmoniously. When the speaker does not know how to use the politeness strategies appropriately, he or she can be considered as impolite person.

There is a former research about positive politeness in the story entitled *Summer Term at St. Clare* by Pradipta (2015). In his research, he analyzed the politeness strategy used by the character in the story with pragmatic approach. This thesis will continue the previous research by analyzing the translation quality of positive politeness in the story entitled *Summer Term at St. Clare* and the impact of politeness strategies towards the translated version of this story. An example is provided to clarify the explanation above and gives understanding of the urgency of politeness strategies.

SL:

MISS ROBERTS : **You can take off your hats and coats and hang them over your chairs for now.** I don’t know if these greedy first-formers have left much for you to eat, but I’ve no doubt we can get more from the kitchen if not.

(“*Summer Term at St. Clare’s*”, Chapter One : 10)

TL:

BU ROBERTS : *Buka topi dan jas kalian. Gantungkan saja dulu ke sandaran kursi. Aku tidak tahu apakah masih ada roti tersisa karena teman-teman kalian ini rakusnya bukan main.*

(“Musim Panas di St. Clare”, Bab 1 : 19)

This situation happens when the Sullivan twins arrive at the term after the quarantine for their mumps disease. Everyone is happy knowing that the twins can join the term again, their friends greet the twins with joy. There is one teacher of the term in dining hall of St. Clare's, Miss Roberts. Knowing that the Sullivan twins still wearing their hats and coats, she asks them to take off their hats and coats and put them on the chair.

In this conversation, Miss Roberts uses positive politeness strategy 1 called "notice, attend to the hearer (their interest, wants, needs, goods)" in this situation. In this strategy the speaker is suggested to take notice or attend to the hearer. When Miss Roberts asks the twins to take off their hats and coats, she notices their needs since they were still using it.

According to Newmark procedure (1988), it can be seen that the translator uses *compensation* to translate the sentence. From the translation above, the word **you** and **can** diminish from the translated text in target language. The translator also use *transposition* or *shift*, it can be seen from the change of grammatical form from source language into target language. “*You can take off your hats and coats...*” is translated into “*Buka topi dan jas kalian.*” At the beginning of the sentence in source language is noun, but in target language it started with verb.

The source language used conjunction “and” to connect two clauses, but in the target language these clauses translated into two separated sentences.

It can be seen from the example above that the translator also use semantic translation method. “...*hang them over your chairs for now*” is translated into “*Gantungkan saja dulu ke sandaran kursi.*” It makes the translation result sounds more natural in target language, the meaning is compromised but still appropriate and equitable. The utilization of those procedures make quality of this translation is good, it delivers the content and message of the text comprehensively. The intention of Miss Roberts to use positive politeness strategy 1 by taking notice of the twins by directly asking them to take of their hats and coats is conveyed perfectly in the target language. The translation result represents positive politeness used by Miss Roberts directly in target language and it is acceptable in the target language. Considering the explanation above, it is interesting to conduct the research about positive politeness translation quality and its impact towards the quality of translation in target language.

B. Problem Statements

1. What are the types of positive politeness employed by the characters on the story entitled *Summer Term at St. Clare* by Enid Blyton and its translation?
2. What is the impact of translation techniques to the translation quality of the positive politeness found in the story entitled *Summer Term at St. Clare* in terms of accuracy and acceptability?

C. Research Objective

1. To find out the types of positive politeness employed by the characters on the story entitled *Summer Term at St. Clare* by Enid Blyton and its translation.
2. To find out the impact of the translation techniques to the translation quality of positive politeness found in the story entitled *Summer Term at St. Clare*.

D. Research Limitation

Based on the politeness theory proposed by Brown and Levinson, there are four politeness strategies, namely bald-on record, positive politeness, negative politeness, and bald-off record. This research is focusing on translation quality of the positive politeness used by the characters in the story entitled *Summer Term at St. Clare*.

E. Research Benefit

The result of this research is expected to give contributions to:

1. English Department Student

This research is expected to give more reference to examine positive politeness and its translation in more particular ways.

2. Translator of the Story Books

This research is expected to give more information and reference about positive politeness translation for another translator of the story book in the future.

3. Public

This research is expected to be useful for the public to know how the positive politeness strategies are used in one culture and another, or in a certain context and situation, so they can maintain harmonious relationship in society.

F. Thesis Organization

This thesis provides five chapters as follows:

CHAPTER I presents **INTRODUCTION**

CHAPTER II provides **LITERATURE REVIEW**

CHAPTER III describes the **RESEARCH METHODOLOGY**

CHAPTER IV presents **FINDINGS AND DISCUSSION**

CHAPTER V gives **CONCLUSION AND SUGGESTION**